



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7785 W. Peoria Avenue, Peoria, AZ 85345

General Health Corp. dba Arizona Youth Associates

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Underperforming  
2003-04 Performing  
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### High School Achievement Profile (a)

2004-05 Performing  
2003-04 Performing  
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Not Met  
2003-04 Met  
2002-03 Met

#### School Improvement Status (b)

2004-05 Warning Year  
2003-04 Out of Improvement  
2002-03 Year 1

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Ms. Jinny Ludwig  
Schedule : 07:30 AM to 04:30 PM  
Grades : 7-12  
2005 Enrollment : 129  
Web Address :  
Phone Number : (623) 930-1734  
Fax Number : (623) 930-8709  
E-mail : jludwig@rescare.com

### Mission

We believe that all of us - students, parents, and school staff - working together can make a positive contribution to the academic, physical, and emotional development of all students. To that end, it is our mission to provide to each member of the Desert Pointe Academy community a variety of high quality educational and social experiences that will foster academic & social growth, and promote each student's acceptance of personal responsibility for his/her own life-long learning and behavior.

### School / Academic Goals

- ü Student achievement in math will improve, as measured by a 10% increase in the number of students who meet and/or exceed AIMS standards, and a 10% decrease in the number of students who fall far below and/or approach AIMS standards.
- ü Student achievement in reading & language will improve, as measured by a 10% increase in the number of students who meet and/or exceed AIMS standards, and a 10% decrease in the number of students who fall far below and/or approach AIMS standards.
- ü By the end of their senior year, 100% of high school students will meet or exceed AIMS standards in all three (3) areas tested.
- ü By July 31, 2006, formalized curriculum for two new electives will be developed and ready for implementation for the 2007 school year.

### Enrollment

October 1, 2004 School Year Student Enrollment : 164  
Accepting New Students in 2005-06 Under Open Enrollment Law :<sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 148

## Instructional Programs

- Science Olympiad Team
- Integrated Special Education Program
- Various academic electives
- Comprehensive Curriculum/Instruction
- Spanish classes, grades 9-12

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

Desert Pointe Academy is responsible for maintaining a diverse, dedicated, & highly qualified group of staff that acts as positive adult role models for the students; providing a safe, structured, & positive learning environment; promoting high academic standards through a comprehensive curriculum and educational programs that meet or exceed state standards; implementing discipline in a fair & consistent manner; and maintaining active and ongoing communication with students' parents and families

### Parents

Parents are responsible for promoting the value of education by ensuring that their child comes to school every day; demonstrating a positive attitude about school and learning; openly and consistently communicating with school staff regarding their child's educational performance & progress; supporting the educational process by ensuring that homework is completed on time; supporting the rules and structure of the school; and last but not least, getting involved!

## Transportation Policy

Transportation is provided on a first-come, first-served basis through an outside company. Students living outside a one-mile radius of the school are eligible to receive this service, and information about specific routes and available bus stops is available from the Transportation Coordinator at the school. Students who have driver's licenses may drive to school as desired.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• 9th place in International Solar Technology Competition	2003
• 4th place in AZ State Solar Technology Competition	2005
• 19th place at State Science Olympiad Competition	2003

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	32	78250	94	97	99	509	509	548	42	42	21	42	42	18	15	15	48	0	0	13
All Students (Prior Year)	25	31	75001	100	100	99	429	429	468	76	76	37	16	16	36	4	4	16	4	4	10
Female	12	12	38071	100	100	99	500	500	549	55	55	20	45	45	19	0	0	49	0	0	12
Male	20	20	40126	91	95	99	515	515	547	33	33	23	40	40	17	27	27	46	0	0	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	11	11	29129	85	85	99	492	492	527	70	70	32	30	30	23	0	0	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	17	17	38320	100	100	99	518	518	568	31	31	12	46	46	14	23	23	55	0	0	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	26	26	68996	90	93	99	511	511	561	38	38	16	43	43	18	19	19	52	0	0	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	28	28	44937	100	100	100	511	511	561	41	41	13	41	41	15	18	18	54	0	0	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	31	78302	91	0	99	485	485	512	12	12	11	56	56	25	32	32	57	0	0	7
All Students (Prior Year)	22	29	74918	96	100	99	471	471	497	45	45	32	32	32	19	23	23	35	0	0	15
Female	12	12	38082	100	0	99	476	476	518	9	9	8	73	73	24	18	18	61	0	0	7
Male	19	19	40166	86	0	99	492	492	507	14	14	14	43	43	26	43	43	54	0	0	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	10	10	29152	77	0	99	484	484	492	22	22	17	44	44	34	33	33	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	17	17	38347	100	0	99	481	481	531	8	8	5	69	69	17	23	23	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	25	25	69024	86	0	99	490	490	524	5	5	7	60	60	23	35	35	62	0	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	27	27	44979	96	0	100	488	488	525	14	14	6	48	48	18	38	38	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	78094	97	100	99	512	512	545	8	8	3	31	31	18	62	62	77	0	0	2
All Students (Prior Year)	24	31	74503	100	100	99	421	421	491	38	38	9	33	33	32	29	29	51	0	0	8
Female	12	12	38025	100	100	99	533	533	558	0	0	2	27	27	13	73	73	82	0	0	2
Male	21	21	40013	95	100	99	496	496	534	13	13	5	33	33	23	53	53	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	11	11	29068	85	85	99	501	501	523	10	10	5	40	40	27	50	50	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	17	17	38265	100	100	99	509	509	564	8	8	2	31	31	11	62	62	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	27	27	68892	93	96	98	520	520	559	5	5	2	29	29	14	67	67	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	29	29	44871	100	100	100	509	509	559	9	9	2	27	27	12	64	64	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	26	26	69846	100	100	100	660	660	699	56	56	21	22	22	11	22	22	49	0	0	18
All Students (Prior Year)	30	31	65934	100	100	100	464	464	492	77	77	43	17	17	18	7	7	24	0	0	15
Female	14	14	34328	93	93	99	669	669	702	38	38	19	38	38	12	25	25	51	0	0	18
Male	12	12	35509	100	100	100	653	653	696	70	70	23	10	10	11	20	20	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	18	18	36421	100	100	99	661	661	714	50	50	12	21	21	8	29	29	54	0	0	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	18	18	62220	100	100	99	669	669	712	45	45	16	27	27	11	27	27	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	NC	21421	NC	NC	92	NC	NC	686	NC	NC	35	NC	NC	15	NC	NC	43	NC	NC	7
Non-Economically Disadvantaged	22	22	48489	100	100	100	656	656	704	64	64	15	21	21	10	14	14	52	0	0	23

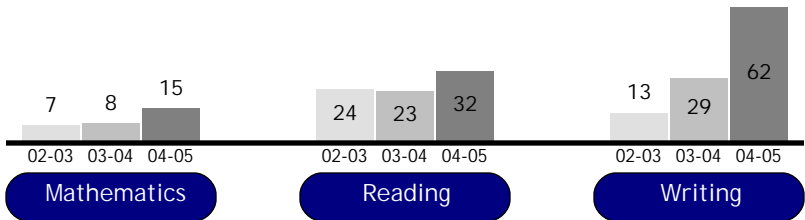
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	71311	100	100	100	668	668	694	5	5	7	47	47	21	47	47	63	0	0	9
All Students (Prior Year)	32	33	68162	100	100	100	492	492	509	18	18	18	43	43	24	39	39	51	0	0	8
Female	13	13	34899	93	93	100	681	681	700	0	0	5	44	44	19	56	56	66	0	0	10
Male	12	12	36430	100	100	100	656	656	688	10	10	9	50	50	22	40	40	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	20	20	36841	100	100	99	674	674	713	0	0	3	44	44	12	56	56	72	0	0	13
Students with Disabilities	11	11	8021	100	100	100	656	656	590	10	10	27	50	50	42	40	40	29	0	0	1
Students without Disabilities	14	14	63379	82	82	100	681	681	707	0	0	5	44	44	18	56	56	68	0	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	22243	NC	NC	93	NC	NC	677	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Non-Economically Disadvantaged	21	21	49157	100	100	100	665	665	702	7	7	4	47	47	16	47	47	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	24	24	70868	96	96	100	651	651	688	17	17	5	61	61	23	22	22	63	0	0	9
All Students (Prior Year)	30	31	67629	100	100	100	516	516	524	14	14	22	29	29	16	57	57	59	0	0	3
Female	12	12	34710	86	86	99	662	662	697	13	13	3	50	50	19	38	38	66	0	0	12
Male	12	12	36176	100	100	100	643	643	678	20	20	7	70	70	27	10	10	59	0	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	19	19	36710	100	100	99	652	652	702	20	20	2	60	60	15	20	20	69	0	0	13
Students with Disabilities	11	11	7900	100	100	100	633	633	580	30	30	22	60	60	49	10	10	28	0	0	1
Students without Disabilities	13	13	63054	76	76	99	674	674	701	0	0	3	63	63	20	38	38	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	NC	NC	21994	NC	NC	92	NC	NC	673	NC	NC	10	NC	NC	36	NC	NC	52	NC	NC	3
Non-Economically Disadvantaged	20	20	48960	100	100	100	650	650	694	14	14	3	64	64	18	21	21	67	0	0	12

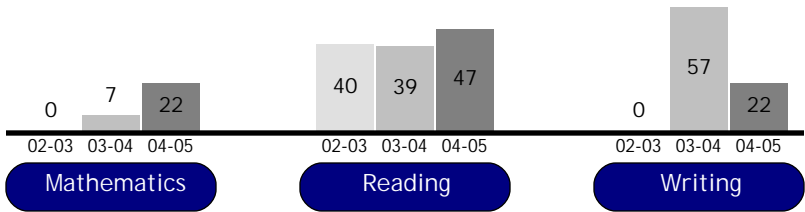
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	43	43	51	88	32	NA	54	100	32	32	50
	Language	100	41	41	54	92	23	23	58	100	37	37	52
	Mathematics	100	42	42	58	96	32	32	62	100	38	38	50
8	Reading	100	38	38	53	82	47	NA	55	91	32	32	51
	Language	100	23	23	49	82	40	40	52	91	41	41	50
	Mathematics	94	34	34	58	100	35	35	61	94	40	40	53
9	Reading	96	30	30	41	72	23	NA	42	100	26	26	51
	Language	92	30	30	42	72	20	20	42	100	27	27	50
	Mathematics	96	49	49	60	80	35	35	63	100	22	22	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

## Council Duties

- Ü Fundraising
- Ü School Improvement initiatives
- Ü Expenditure of tax credit funds

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	8.50
Other Professional Staff	1.00	Teacher Aide	1.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	1	1	0	0
10 or more years	2	0	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	3%

## Resources Available at School Site

## Special Facilities

- Ü Computer Lab
- Ü Full-size Gymnasium
- Ü Resource library

## Extracurricular Activities

- Ü Student Council
- Ü DECA
- Ü Science Olympiad Team
- Ü Organized, Competitive Sports Teams
- Ü Environmental Technology Club
- Ü Community Service program
- Ü Before & Afterschool Tutoring

## Social Services

- Ü On-site Counseling Services
- Ü Free/Reduced Breakfast/Lunch Program
- Ü Guidance/Career Counselor



## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

ü Ninety percent of parent satisfaction surveys reported being overall satisfied with the programs and services of the school.

ü 25% of graduating seniors were offered college scholarships for academics

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	32	12	12	17
Transfers In Rate <sup>6</sup>	53	28	28	37
Stability Rate <sup>7</sup>	67	87	87	82
Promotion Rate <sup>8</sup>	90	96	95	81
Retention Rate <sup>9</sup>	2	1	1	3
Dropout Rate <sup>10</sup>	6	0	1	6
Status Unknown <sup>11</sup>	2	0	1	4
Graduation Rate <sup>12</sup>	88	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school utilizes character education activities to reinforce values such as respect, caring, responsibility, and fairness. All staff members are trained in positive student discipline, crisis prevention, emergency preparedness, & recognizing and responding to potential safety issues, from both physical environment and student-related perspectives. Students who violate school safety policies face a variety of consequences, depending on the severity and frequency of the incident.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Jinny Ludwig	(623) 930-1734
Transportation Policy	Tony Valencia	(623) 930-1734
Community Resources	Shannon Adams	(623) 930-1734
School Nutrition Programs	Jinny Ludwig	(623) 930-1734
Parent Organization	Jeff Studer	(623) 930-1734
Student Health/Nurse	Tammy Gray	(623) 930-1734

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 85 Copies = \$32.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.